



STAGE A – CONTEXT (<i>Inferring, Questioning</i>)			
Who is the author?	What scientific expertise does the author have?	What areas of scientific research form the backdrop for the text?	What do I predict will be the author’s message?
		Resource:	
STAGE B – TEXT (<i>Analyzing, Understanding</i>)		STAGE C – IMPERSONAL SUBTEXT (<i>Inferring, Evaluating</i>)	
What scientific questions are raised by this text?		What scientific dilemma is related to the text? (highlight or cite evidence from text)	
What scientific question or dilemma should be explored further? How could this question be researched further?		Describe a <i>thought experiment</i> (writing a thought about a possible experiment design) that could be developed to answer the question or resolve the dilemma.	
STAGE D – PERSONAL SUBTEXT (<i>Synthesizing, Judging</i>)		After Stages of Investigation and Debrief:	
How is the answer to this scientific question likely to change my life or the lives of others?		How might the resolution of this scientific dilemma impact my life or the lives of others?	
My overall thinking is:		Based on this evidence:	

*Adapted from *Disciplinary Literacy: Refining Deep Understanding and Leadership for 21st-Century Demands* (2011) by Thomasina Piercy and William Piercy.

***Bold Text** indicates differentiated language for English Learners and Special Populations

<p>READING</p> <p><u>K-5 Content Standards</u></p> <ul style="list-style-type: none"> •Literature •Informational Text • Foundational Skills •(Literacy in History/Soc Studies, Science & Tech Subjects embedded) <p><u>6-12 Content Standards</u></p> <ul style="list-style-type: none"> •Literature •Informational Text •6-12 Literacy Standards •History & Social Studies •Technical Subjects 	<p>WRITING</p> <p><u>K-5 Content Standards</u></p> <p>•(Literacy in History/Soc Studies, Science & Tech Subjects embedded)</p> <p><u>6-12 Content Standards</u></p> <p><u>6-12 Literacy Standards</u></p> <ul style="list-style-type: none"> • History/Soc Studies, Science and Technical Subjects 	<p>SPEAKING & LISTENING</p> <p><u>K-5 Content Standards</u></p> <p><u>6-12 Content Standards</u></p>	<p>LANGUAGE</p> <p><u>K-5 Content Standards</u></p> <p><u>6-12 Content Standards</u></p>
<p>10 Anchor Standards</p>	<p>10 Anchor Standards</p>	<p>6 Anchor Standards</p>	<p>6 Anchor Standards</p>
<p>Key Ideas & Details</p> <ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of text. <p>Craft & Structure</p> <ol style="list-style-type: none"> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. <p>Integration of Knowledge & Ideas</p> <ol style="list-style-type: none"> 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <p>Range of Reading & Level of Text Complexity</p> <ol style="list-style-type: none"> 10. Read and comprehend complex literature and informational texts independently and proficiently. 	<p>Text Types & Purposes</p> <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences of events using effective technique, well-chosen details, and well-structured event sequences. <p>Production & Distribution of Writing</p> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <p>Range of Writing</p> <ol style="list-style-type: none"> 10. Writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purpose, and audiences. 	<p>Comprehension & Collaboration</p> <ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, or orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. <p>Presentation of Knowledge & Ideas</p> <ol style="list-style-type: none"> 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapts speech to a variety of contexts and communication tasks, demonstrating command of formal English when indicated or appropriate. 	<p>Conventions of Standard English</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <p>Knowledge of Language</p> <ol style="list-style-type: none"> 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <p>Vocabulary Acquisition & Use</p> <ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering and unknown term important to comprehension or expression.
<p>Reading Key Features</p>	<p>Writing Key Features</p>	<p>Speaking & Listening Key Features</p>	<p>Language Key Features</p>
<ul style="list-style-type: none"> •Reading is a shared responsibility within the school •Emphasis on complex non-fiction text •Gain knowledge from text •Read closely and critically 	<ul style="list-style-type: none"> •Writing is a shared responsibility within the school •Write logical arguments with sound reasoning and relevant evidence •Research both short, focused projects and longer, in-depth inquiry research •Use technology when creating, refining, and collaborating on writing 	<ul style="list-style-type: none"> •Speaking and Listening is a shared responsibility within the school •Emphasize effective communication •Focus on academic discussion and presentation 	<ul style="list-style-type: none"> •Language is a shared responsibility within the school •21st Century skills, express self using formal English in writing and speaking •Determine word meaning and nuances
<p>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p>	<p>Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	<p>Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</p>	<p>Claim 5: Students can skillfully use and interpret language across a range of literacy tasks. <i>This is no longer an officially adopted claim but will be measure within the other claims</i></p>
<p>Claim 4: Students can engage in research and inquiry to investigate topics, and to analyze, integrate and present information.</p>			